



ARIZONA DEPARTMENT OF EDUCATION  
Tom Horne, Superintendent of Public Instruction  
LOCAL DIRECTORS MEETING  
September 3, 2008  
ASU West

**Welcome and Introductions**

**Milton Ericksen  
Barbara Border**

**"Dream It Do It" Campaign**

**Rick Hansen, MCCD  
Milt Ericksen**

**National Center for Teacher Education (NCTE), Grant Award**

**Jeannette Shaffer  
Ray Ostos**

**CTSO's**

**Dennis Fiscus**

**New and Emerging Programs**

**Jan Brite  
Jimmie Wojcik  
Tracy Rexroat**

**Certification update**

**Jan Brite  
Barbara Border  
Jim Brown**

**Assessment Update/Timeline**

**Maggie Mangini  
Barbra Border**

**Academic Crosswalk**

**Helen Bootsma**

**PAR visits**

**Karlene Darby**

**JTED update**

**Ted Davis**

**Reports:**

**ACTE  
ACOVA**

**Pam Ferguson  
Polly Abraham**

**DECA Project "DECAdence"**

**Oleg Shvets**

**Adjourn**

# **ADE Admin Budgets**

- ***State CTE Funds – essentially no increases in a decade***
- ***Perkins reduced***
- ***Operating cost increasing annually***
- ***Fewer preprinted materials, meetings with no complementary food items, etc***
- ***Must choose between staff and ‘stuff’***

# Extended Summer Hours \$

- *The \$600,000 is back on the table for extended summer hours (ARS §15-782.02 – Expanded Hours Tuition)*
- *Due to a recent interpretation of a ‘footnote’ in the funding bill – **HANDS OFF ASSISTANCE FUNDING***
- *We apologize to those districts who limited their summer programs based on the earlier guidance received*



# 2008 JTED Bill

- ***07/08 Session – SB 1269 Caught In Legislative Process***
- ***It would have clearly stated that a student in a JTED central program could generate an ADM greater than the 1.25 satellite CAP***
- ***It would have changed the focus of the Annual JTED Legislative Report from ‘Course’ to ‘Program’***

# **Average Daily Membership (ADM)**

- Minutes vs Hours**
- COOP / Internships**

## ARS 15§ 901.A.2.(c)vi.

### (c) "Full-time instructional program" means:

vi) For fiscal year 2005-2006 and each fiscal year thereafter, an instructional program that meets at least a total of seven hundred twenty hours during the minimum number of days required and includes at least four subjects each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of one hundred twenty-three hours a year, or the equivalent, or one or more subjects taught **in amounts of time totaling at least twenty hours per week** prorated for any week with fewer than five school days.

## 6. "Daily attendance" means:

(d) For high schools or ungraded schools in which the pupil is at least fourteen years of age by September 1, the attendance of a pupil shall not be counted as a full day **unless the pupil is actually and physically in attendance and enrolled in and carrying four subjects**, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of one hundred twenty hours a year, or the equivalent, that count toward graduation in a recognized high school except as provided in section 15-797 and subdivision (e) of this paragraph. Attendance of a pupil carrying less than the load prescribed shall be prorated.

**6. "Daily attendance" means:**

(e) For high schools or ungraded schools in which the pupil is at least fourteen years of age by September 1, **the attendance of a pupil may be counted as one-fourth of a day's attendance for each sixty minutes of instructional time in a subject that counts toward graduation**, except that attendance for a pupil shall not exceed the pupil's full or fractional membership.







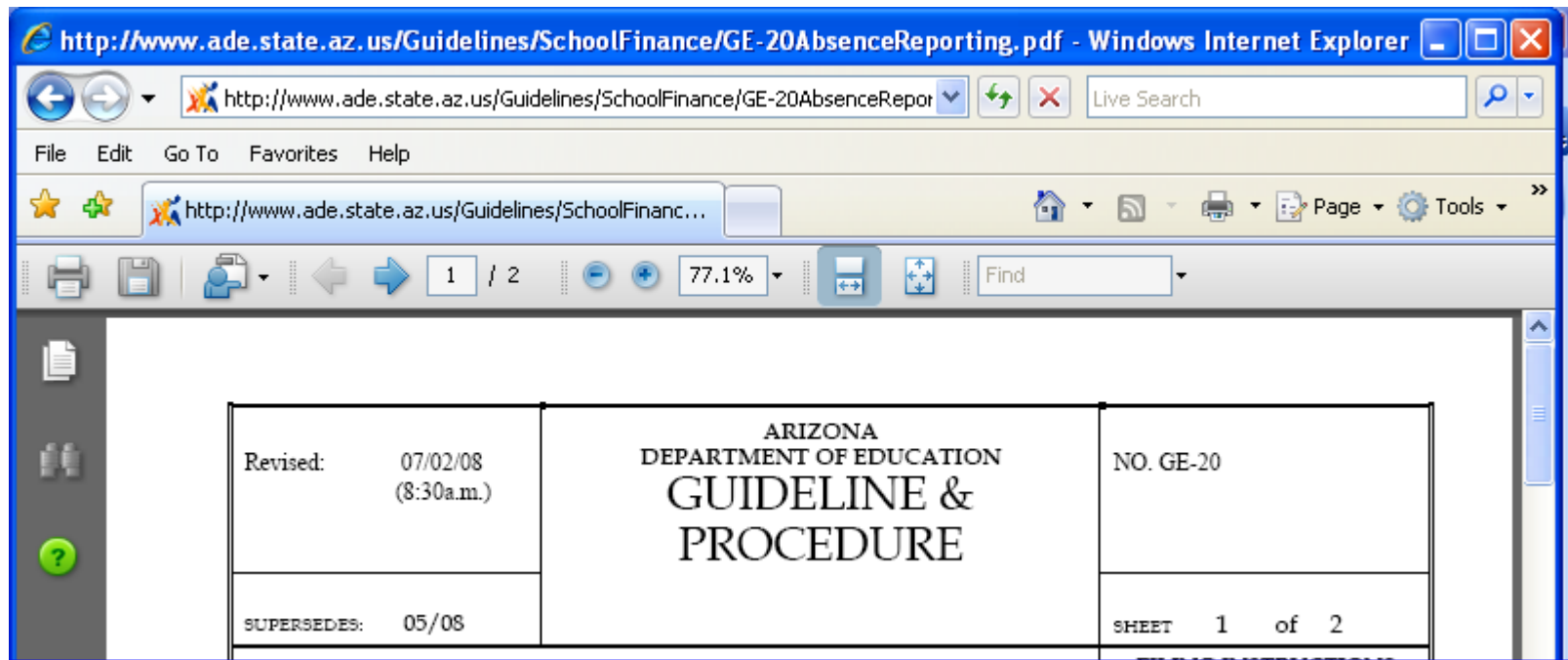
***GO ON-LINE & CHECK THESE OUT...***

**[www.ade.state.az.us/Guidelines/SchoolFinance/GE##](http://www.ade.state.az.us/Guidelines/SchoolFinance/GE##)**

**GE18-AmendedInstructionalHoursPrograms.pdf**

**GE-19PassingTime.pdf**

**GE-20AbsenceReporting.pdf**



# **- COOP / Internships**

- **Discussions related to student the “On The Job” time**
  - **Can you receive ADM for this time?**
    - ❖ **97 AG Opinion would seem to say yes**
- **Make sure you are –**
  - 1. Receiving daily attendance records from the students employer weekly**
  - 2. Keep track of all costs associated with managing your COOP/ Internship programs**
  - 3. Certified CTE Staff monitoring activity**

# **- COOP / Internships**

- **More structured than “Work Training” or OJT that is not part of an approved COOP or Internship program**
- **At issue are factors such as –**
  - **Approved by your local Board**
  - **Approved by the State Board of Education**
  - **Part of an approved program of study**

## **Arizona DECA/Cold Stone “One Sweet Deal Project”**

### **What is it?**

The “One Sweet Deal” Project is collaboration between Arizona DECA and Cold Stone Creamery which gives Arizona DECA Members the opportunity to participate in a “real world” marketing project that mutually benefits both organizations.

During this past summer, the Arizona DECA State Officer Team worked in two teams of four to create and market a unique ice creation called “DECAdance.” The students worked for 2 months collecting market research data, taste-testing and preparing a professional presentation for the Cold Stone Executives. Following a 10 minute presentation by each team, the Cold Stone Executives picked the creation they thought had the best potential for success.

The “DECAdance” creation will be available at all Cold Stone locations in Phoenix, Tucson and Yuma from mid-August through the end of December. A portion of all sales of each “DECAdance” creation will go toward Arizona DECA Scholarships.

### **Additional Benefits to AZ DECA:**

In addition to the money that will be raised for scholarships, Cold Stone will be recruiting DECA students for employment positions throughout the state. Teachers may also take their Marketing/BMAS students to a local Cold Stone location to learn how a franchise operates. Lastly, local DECA Chapters can partner with their local Cold Stone location to develop fund-raising opportunities.

### **How You Can Help:**

We are asking you to help Arizona DECA promote this project to all of your teachers and administrators. The more creations that sell, the more money we can give to students for scholarships. More information can be found on the Arizona DECA website at [www.azdeca.org](http://www.azdeca.org) or by contacting Oleg Shvets at [decaarizona@yahoo.com](mailto:decaarizona@yahoo.com)

# Indulge in DECAgence



Support Arizona DECA



## Overview of CTE Approved Programs

On March 28, 2005, SBE re-validated the essential elements originally included in the September 25, 2000 definition of CTE approved programs. The State CTE Advisory Board revised the elements to include the CTSO component on November 14, 2007. “Approved” and “active” are synonymous terms describing programs eligible to participate in State Vocational Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at [www.aztechprep.org](http://www.aztechprep.org) or in the Secondary CTE Resource Handbook available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program competencies/standards. (See definition page 37 of this publication.)
3. Specified on the current CTE Program List. (See page 52 of this publication.)
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.
5. Evaluates program performance annually (see page 30 of this publication) and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at [www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf](http://www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf).\*
7. Requires student participation and career exploration for grades 7-9 (previously referred to as Level I).
8. Requires Career and Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

\* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. One method of work-based learning is cooperative education. Another method is the new CTE Internship. Both methods have eligibility requirements.

# **CTSO INTEGRATION** **INTO APPROVED CTE PROGRAMS** **IMPLEMENTATION PLAN**

The State CTE Advisory Board revised the elements of an approved CTE program to include the CTSO component on November 14, 2007. “Approved” and “active” are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding.

It was requested at that time that the CTSO Team Director report back to the State CTE Advisory Board an implementation plan for accomplishing the integration of the new CTSO requirement in all CTE programs. The outline of that plan is as follows:

1. Determine which CTSO should be associated with each CTE Program area.
2. Disseminate information to the Local Directors and the CTE instructors regarding the new requirement as a part of an approved program.
3. CTE/CTSO’s provide training to the instructors and schools on how to integrate the CTSO component into the classroom.
4. Educate instructors and students in the methods of CTSO participation that do not require ever leaving the classroom.
5. Increase CTSO State Directors and CTSO State Officer on-site visits to increase/improve the visibility and literacy of CTSO’s.
6. Continue to have CTSO Standards in each of the approved programs as they are revised.
7. Provide the ability to have all students in a program belong to the appropriate CTSO by utilizing a “Program Affiliation” Model.
8. Take the “It is the right thing to do for students” approach versus the “you must do it” approach.
9. Improve and expand CTSO Chapter officer trainings, regional CTSO conferences and State CTSO conference in order to include the increase in students with access to these opportunities.
10. Take the slow and easy” approach using the carrot versus the “you must do it now” approach using the stick.

**If you build it right, they will come**



<b>CIP</b>	<b>2008 CTE Program List</b>	<b>CTSO</b>
52.1800	Marketing, Management and Entrepreneurship	DECA
52.0300	Accounting and Related Services	FBLA
52.0800	Financial Services	FBLA
52.0200	Business Management and Administrative Services	FBLA/DECA
15.1200	Information Technology	FBLA/SKILLS
12.0500	Culinary Arts	FCCLA/SKILLS
52.1900	Design and Merchandising	FCCLA
13.1210	Education and Training: Early Childhood Education	FCCLA
52.0900	Hospitality Management	FCCLA/DECA
13.1200	Education and Training: Education Professions	FEA
01.0100	Agricultural Business Management - Agriscience	FFA
50.0100	Performing Arts	SKILLS
51.1000	Biomedical Health, Genomics, Technologies and Science	HOSA
51.0600	Dental Assisting	HOSA
51.0900	Diagnostic and Intervention Technologies	HOSA
51.1500	Mental and Social Health Services	HOSA
51.1600	Nursing Services	HOSA
51.3500	Therapeutic Massage	HOSA
51.0800	Allied Health Services	HOSA
10.0200	Audiovisual Technology	SKILLS
47.0600	Automotive Technologies	SKILLS
46.0200	Carpentry Technologies	SKILLS
46.0400	Construction Technologies	SKILLS
12.0400	Cosmetology	SKILLS
15.1300	Drafting and Design Technology	SKILLS
46.0300	Electrical and Power Transmission Technology	SKILLS
15.0300	Electronic Technology	SKILLS
15.0000	Engineering, Math, Technologies and Science	SKILLS
43.0200	Fire Science	SKILLS
10.0300	Graphic Communications	SKILLS
47.0200	Heating/Air Conditioning Maintenance	SKILLS
49.0200	Heavy Equipment Operation	SKILLS
15.0600	Industrial Manufacturing	SKILLS
43.0100	Law, Public Safety and Security	SKILLS
46.0500	Plumbing Services	SKILLS
47.0100	Telecommunications Maintenance and Installers	SKILLS
48.0500	Welding Technology	SKILLS



**SPECIAL POPULATIONS** – In order to provide specific federal data as required by the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. Students should be reported in categories based on documentation in the student's permanent record and/or using the district's student demographic database, such as SAIS. A student may be reported in only one Special Populations category. Report using the category most applicable to the student from this list of eligible groups.

**Individuals with Disabilities (Handicapped)** – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment;
- or being regarded as having such an impairment.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficiency (LEP)** – A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

**Economically Disadvantaged** – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State ESEA plan). Examples of eligibility definitions include

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA

**Single Parent** – Any individual who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

**Note:** For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

**Nontraditional** – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on page 13.

A concentrator who is identified as migrant in the State-operated Migrant Education Program will be flagged as migrant for federal reporting requirements, in addition to any other special population category.

**Migrant** – Students of families who migrate to find work in the agricultural and fishing industries.

# Directions for Computer Labs

We suggest you mapquest directions from your district to ensure the best directions

## Flagstaff –

3285 E Sparrow Avenue, Flagstaff AZ 86004  
(928) 527-6150

Take I-40 to Butler Avenue east, turn left on North 4<sup>th</sup> Street, turn right on Sparrow and right into the Admin center located on the south side of Sparrow Ave. There is a large parking lot onsite. The lab is located on the second floor of the Admin Center, turn right from the elevator or stairs and the lab is the second door on the left. Please see the receptionist if you need assistance.

## Holbrook –

455 N 8<sup>th</sup> Street, Holbrook, AZ 86025  
(928) 524-2815

Take I-40 to Navajo Blvd (Hwy 180), go south to Florida Street, turn right and go West to 8<sup>th</sup> Avenue, turn left and go south to Holbrook High School. Holbrook High School will be on the west side, park in the front parking lot. Please see the receptionist if you need assistance.

## Tucson/Flowing Wells –

3725 N Flowing Wells Road, Tucson, AZ 85705  
(520) 690-2413

Check road construction on I-10 for best exit street – From the Prince exit, off the I-10, go east 2 street lights and turn left. The computer lab is located in the Math Bldg room M-1, mid-campus to the north and to the east of the Gym Bldg. See security officer onsite for visitor badge and assistance.

## Mesa/East Valley Institute of Technology –

1601 W Main Street, Mesa AZ 85201  
(480) 461-4034

Take the 202 to Dobson Rd, go south on Dobson Rd to Main St. turn left and go about 2 blocks, turn right at Longmore St. into the EVIT campus, parking is on the right side. Building 1 is behind and to the east of the Culinary Bldg, straight ahead as you drive in from Main St. Please see the receptionist if you need assistance.



State of Arizona  
Department of Education

Tom Horne  
Superintendent of  
Public Instruction

**M E M O R A N D U M**

**DATE:** September 3, 2008

**TO:** Local Career and Technical Education Administrators/Contact Persons

**FROM:** Jet Wilson, Enrollment Specialist  
Della Hofer, Enrollment Specialist  
Grants Management Information Services Team  
Career and Technical Education

**SUBJECT:** FY2009 Enrollment Data Reporting Computer Labs

We will be conducting a series of computer labs for FY2009 data reporting for the CTE Enrollment reporting.

The first series of technical assistance labs will be held in Flagstaff, Holbrook, Tucson and Mesa with the dates and times as follows:

<b>Flowing Wells HS/Tucson – Math Bldg Rm M1</b>	<b>8:30am -11:30am</b>	<b>October 8, 20087</b>
<b>East Valley Inst of Tech/Mesa – Bldg 1 Rm 1022</b>	<b>8:30am -11:30am</b>	<b>October 15, 2008</b>
<b>Flagstaff Unified District – Admin Center 2<sup>nd</sup> Flr</b>	<b>8:30am -11:30am</b>	<b>October 21, 2008</b>
<b>Holbrook Unified District – Bldg B Comp Lab</b>	<b>8:30am -11:30am</b>	<b>October 23, 2008</b>

The second series of technical assistance labs will be held in Flagstaff, Holbrook, Tucson and Mesa with the dates and times as follows:

<b>Flowing Wells HS/Tucson – Math Bldg Rm M1</b>	<b>8:30am -11:30am</b>	<b>January 8, 2009</b>
<b>Flagstaff Unified District – Admin Center 2<sup>nd</sup> Flr</b>	<b>8:30am -11:30am</b>	<b>January 13, 2009</b>
<b>Holbrook Unified District – Bldg B Comp Lab</b>	<b>8:30am -11:30am</b>	<b>January 15, 2009</b>
<b>East Valley Inst of Tech/Mesa – Bldg 1 Rm 1022</b>	<b>8:30am -11:30am</b>	<b>January 28, 2009</b>

Directions for each lab are included. Space is limited and available on a first come, first serve basis.

We encourage all report preparers to attend by calling Jet Wilson at 602-542-5486 or Della Hofer at 602-542-5711 and reserving a space.

If you cannot attend one of the computer labs or need additional technical assistance, please contact Della Hofer 602-542-5711 to schedule a technical assistance site visit at your district.

Thank you in advance for attending!



# **ANALYZING ACADEMIC CONTENT EMBEDDED IN CTE PROGRAMS**



Arizona Department of Education in partnership with Arizona State University

## **Who is involved?**

- ADE Career & Technical Education Section (CTE)
- ADE Standards & Assessment Division
- ASU Workforce Education Development Office
- Governor's P-20 Career Pathways Committee

## **What will happen?**

- 20 CTE programs will be analyzed to identify academic content (math and others) delivered within these programs
- New high school math College and Work Readiness Performance Objectives at the Algebra II level will be identified within CTE programs
- New/revised high school Math Performance Objectives will be revalidated within CTE Program standards as appropriate
- It may be necessary to augment the academic content in some of the CTE program standards

## **What is the Benefit?**

- Reauthorized Perkins Legislation for CTE requires rigorous and challenging academic delivered within industry-based standards.
- Additional math credit requirements for high school graduates starting in 2012 and 2013 necessitates a process/model for districts.

## **What is the Process?**

- ASU will lead the CTE program analysis to identify and validate the revised academic Performance Objectives within CTE programs
- CTE representatives will include exemplary CTE teachers from the program areas
- Math representatives will include 7-12th grade Math teachers that served on the revised Math Standards project
- Key business and industry representatives from the career areas will review and validate the findings of the analysis

**R7-2-302.01 Minimum Course of Study and Competency Requirements for Graduation from High School for the Graduation Class of 2012**

The State Board of Education ("Board") prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2012.

1. Subject area course requirements. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board, local school district governing boards and charter schools as follows:
  - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
  - b. Three credits in social studies to include the following:
    - i. One credit of American history, including Arizona history;
    - ii. One credit of world history/geography.
    - iii. One-half credit of American government, including Arizona government; and
    - iv. One-half credit of economics.
  - c. Three credits of mathematics. The course content for at least two of the mathematics credits shall include Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic in preparation for proficiency at the high school level on the AIMS test and shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to this subsection. The third credit shall include significant mathematics content as determined by the local school district governing board or charter school. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
  - d. Two credits of science in preparation for proficiency at the high school level on the AIMS test.
  - e. One credit of fine arts or career and technical education and vocational education.
  - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
  - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 20 required credits.
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
  - a. English as described in subsection (1)(a) of this rule.
  - b. Social Studies.
  - c. Mathematics.
  - d. Science.
3. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional-learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.
  - a. Distance education providers shall register with the Department of Education and satisfy the following requirements:
    - i. Be accredited or affiliated with an accredited institution as defined in R7-2-601.
    - ii. Validate that the instructor of the distance education program:
      - (1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
      - (2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or

- (3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.
- b. Distance education may be used as a part of the instructional program. School districts shall ensure that:
- i. Only those distance education providers registered with the Department of Education are used to provide distance education; and
  - ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:
- a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science and economics credit requirements for graduation.
  - b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 20 required credits.
  - c. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 20 total credits to meet the graduation requirements prescribed in this rule.
5. Competency requirements.
- a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1)(f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
  - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
  - c. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) above in lieu of classroom time.
6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of those graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

**R7-2-302.02 Minimum Course of Study and Competency Requirements for Graduation from High School Beginning with the Graduation Class of 2013**

The State Board of Education ("Board") prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2013.

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board, local school district governing boards and charter schools as follows:
  - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
  - b. Three credits in social studies to include the following:
    - i. One credit of American history, including Arizona history;
    - ii. One credit of world history/geography.
    - iii. One-half credit of American government, including Arizona government; and
    - iv. One-half credit of economics.
  - c. Four credits of mathematics to minimally include the following:
    - i. Two credits containing course content covering the following areas in preparation for proficiency at the high school level on the AIMS test: Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic. These credits shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to subsection 1(c)(iv).
    - ii. One credit covering Algebra II or course content equivalent to Algebra II. Courses meeting this requirement may include, but are not limited to, career and technical education and vocational education, economics, science, and arts courses as determined by the local school district governing board or charter school.
    - iii. One credit that includes significant mathematics content as determined by the local school district governing board or charter school.
    - iv. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
    - v. The mathematics requirements may be modified for students using a personal curriculum pursuant to R7-2-302.03.
  - d. Three credits of science in preparation for proficiency at the high school level on the AIMS test.
  - e. One credit of fine arts or career and technical education and vocational education.
  - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
  - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
  - a. English as described in subsection (1)(a) of this rule.
  - b. Social Studies.
  - c. Mathematics.
  - d. Science.
3. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional-learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.

- a. Distance education providers shall register with the Department of Education and satisfy the following requirements:
    - i. Be accredited or affiliated with an accredited institution as defined in R7-2-601.
    - ii. Validate that the instructor of the distance education program:
      - (1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
      - (2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
      - (3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.
  - b. Distance education may be used as a part of the instructional program. School districts shall ensure that:
    - i. Only those distance education providers registered with the Department of Education are used to provide distance education; and
    - ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of five and one-half credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:
- a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science, and economics credit requirements for graduation.
  - b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
  - c. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 22 total credits to meet the graduation requirements prescribed in this rule.
5. Competency requirements.
- a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1)(f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
  - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
  - c. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) above in lieu of classroom time.
6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of those graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.



### **R7-2-302.03 Personal Curriculum**

1. Definitions
  - a. “Personal Curriculum” means a documented process that may be used to modify the high school graduation requirements for mathematics delineated in R7-2-302.02(1)(c). A student may use a personal curriculum to modify the Algebra II requirement delineated in R7-2-302.02(1)(c)(ii) and reduce the credit requirements for mathematics from four to three credits. A student who successfully completes his or her personal curriculum meets the requirements for high school graduation.
  - b. “Development Team” means a team that develops a personal curriculum for a student and consists of the student, the parent or legal guardian of the student, and a school counselor or principal or their designee. A school principal may add additional members to the development team as he or she deems appropriate.
2. A student is eligible for a personal curriculum if he or she meets the following criteria:
  - a. The student has successfully completed the mathematics requirements delineated in R7-2-302.02(1)(c)(i); and
  - b. Despite the student’s successful completion of the mathematics requirements delineated in R7-2-302.02(1)(c)(i), the development team determines that the student demonstrates a need to modify the requirement delineated in R7-2-302.02(1)(c)(ii) for Algebra II or its equivalent course content.
3. The requirements for a personal curriculum are as follows:
  - a. An eligible student may only modify the mathematics requirement delineated in R7-2-302.02(1)(c)(ii) for Algebra II or its equivalent course content;
  - b. In lieu of successfully completing Algebra II or its equivalent course content, an eligible student shall successfully complete at least one credit in mathematics that shall include significant mathematics content as determined by the local school district governing board or charter school; and
  - c. An eligible student shall successfully complete a course in mathematics in his or her senior year.
4. The procedures for developing and implementing a personal curriculum are as follows:
  - a. The parent or legal guardian of a student, an emancipated student, or a student with permission from his or her parent or legal guardian may request a personal curriculum in a manner prescribed by the local school district governing board or charter school.
  - b. Upon receipt of a request for a personal curriculum made pursuant to subsection (4)(a), the local school district or charter school shall verify that the student successfully completed the mathematics requirements delineated in R7-2-302.02(1)(c)(i) and, upon verification, shall convene a development team.
  - c. The development team shall:
    - i. Verify that the student demonstrates a need to modify the requirement delineated in R7-2-302.02(1)(c)(ii) for Algebra II or its equivalent course content.
    - ii. Identify an appropriate alternative mathematics course or courses to modify the requirement for Algebra II or its equivalent course content.
    - iii. Develop a written personal curriculum plan that includes the alternative mathematics course or courses identified in subsection (4)(c)(ii) and a plan for monitoring student progress toward successfully completing the alternative mathematics course or courses. In developing the personal curriculum plan the development team shall consider how the proposed modifications maintain the integrity of the high school diploma and enable the student to achieve his or her post-secondary education and career goals;
    - iv. The development team may modify the personal curriculum plan based upon the development team’s evaluation of the student’s progress.
5. The Superintendent of Public Instruction shall monitor a school district or charter school if there is reason to believe that the school district or charter school is allowing modifications inconsistent with the requirements delineated in this rule.

## **WANTED: Teachers Needing to Pass the AEPA**

**Exam---**Are you suffering from test phobia? Are you new to education and still learning the philosophy and practices associated with teaching?

### **Help is on the way-----**

You can attend a specialized two-day tutoring session to prepare for the AEPA test. Attending this session means that you agree to dedicate the time and energy to prepare for the "TEST." We will focus on information on the test, test taking strategies, selection of the best answers, and essay writing. This training has a proven track record—92% of Provisionally Certified CTE teachers who have taken this training have passed the AEPA exam.

1. **First register for the test: November 8, 2008 or January 24, 2009.**  
The registration link is on the Arizona Department of Education Website.
2. **Then register for the tutoring session. The next tutoring session dates are: October 9-10, 2008 Time: 9:00 am– 4:00 pm**  
Place: West-MEC Joint Technical Education District Offices  
4949 West Indian School Road  
Phoenix, AZ 85031
3. **Next: Mail in, FAX or email registration form and payment to:**  
Northern Arizona University/Institute for Future Workforce Development  
Attn: Susan Cooper  
Box 6025  
Flagstaff, AZ 86011  
FAX: 928-523-6395  
susan.cooper@nau.edu

**Class Cost: \$250.00**

**Driving directions to West-MEC:** Take I-17 to the Indian School exit and turn west on to Indian School. The offices are on the South side of Indian School between 43<sup>rd</sup> Avenue and 51<sup>st</sup> Avenue. Please note that you are responsible for all travel costs.

**Registration for the AEPA Tutoring Session on October 9-10, 2008:**

Teacher Name \_\_\_\_\_

School/District \_\_\_\_\_

Subject (s) Taught \_\_\_\_\_

Home Address \_\_\_\_\_

City/State and Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_

**Form of Payment:**

Credit Card \_\_\_\_\_ Expiration date \_\_\_\_\_

Purchase Order # \_\_\_\_\_ Check \_\_\_\_\_

**Note: Your payment does not include meals. Time will be given for participants to eat lunch, or participants can bring a lunch.**

## What are the benefits of student Education & Career Action Plans?

Personalized planning, using ECAPS, will help students reach their academic and career goals and can impact student achievement and school improvement. Implementation of student personalized planning can reap the following benefits:

### Benefits to Students:

- Provides valuable learning experiences in setting and attaining goals.
- Encourages personal involvement in their goal decisions.
- Provides an understanding of how education is relevant to achieving career goals.

### Benefits to Parents:

- Provides families increased opportunities to be involved in their children's education.
- Increases student success.
- Informs decision making for life choices.

### Benefits to Schools:

- Improves course enrollment patterns.
- Increases student achievement.
- Improves relationships between students, parents, schools, and community.
- Increases student attendance, motivation, and engagement in school.
- Increases extracurricular activity participation.
- Increases the number of students meeting postsecondary entrance requirements.

### Benefits to Community:

- Provides the opportunity to be involved with education.
- Develops a more qualified and motivated workforce.
- Provides resources for internships and job shadowing opportunities.

## Helpful Resource Link ~

Current information concerning the Arizona Education and Career Action Plan State Board Rule, including suggested implementation timelines and sample templates can be found on the Arizona Department of Education webpage: [www.ade.az.gov/ecap](http://www.ade.az.gov/ecap)

*The Arizona Department of Education does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding this statement, please contact (602)542-3186.*

### Contact:

Arizona Department of Education

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Websites: [www.ade.az.gov/cte/counselors](http://www.ade.az.gov/cte/counselors)  
[www.ade.az.gov/ecap](http://www.ade.az.gov/ecap)  
[www.ade.az.gov/asd/azhsri](http://www.ade.az.gov/asd/azhsri)

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Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

# Arizona Student Education & Career Action Plans (ECAP) 2008 - 2009



# Arizona ECAPs...

On February 25, 2008 the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students grades 9-12 ([R7-2-302.05](#)).

“Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan.”

## Arizona Philosophy ~

*We as educators believe that integrating an Education and Career Action Plan (ECAP) process into all facets of the school experience enables students to be lifelong learners and problem-solvers, developing and applying 21st century skills to their life experiences, as students, as workers, as consumers, and as responsible citizens. With the ability to identify skills and interests and to apply that knowledge to create their own ECAP, our students will have developed needed skills to advance in a more fluid, seamless transition, meeting 21st Century technologies and work place postsecondary requirements.*

*Arizona Department of Education (ADE) – 2008*

## ECAP Definition ~

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.

Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and the postsecondary years.

## Why Use an ECAP?

A student's plan helps to personalize education and enables the student to maximize the opportunities available upon high school graduation.

## Who is Involved in the ECAP Process?

Students, parents, and the school personnel can work together to help guide the student in his/her choices for career and educational experiences. When students, parents and the school staff plan together, each student receives needed support to meet his/her Education and Career Action Planning (ECAP) goals.

## Parental Involvement ~

Research indicates that students rely heavily on parents' advice when making postsecondary plans and decisions. Meaningful parental involvement is vital to the effective individualized education planning. The Arizona Education and Career Action Plan provide a way for parents to be involved and informed in planning for their student's education and career choices. Parent signatures are required.



## Arizona Education and Career Action Plan ([ECAP – State Board Rule # R7-2-302.05](#))

### Attributes

An Arizona Education and Career Action Plan shall, at minimum, allow students to enter, track and update the following information:

### ACADEMIC

- Plan coursework
- Meet high school requirements
- Document postsecondary education goals
- Review academic progress to include needed interventions or advisements
- Record academic achievement or awards

### CAREER

- Identify postsecondary career plans, options, interests or skills
- Explore career opportunities
- Explore needed educational requirements to meet the career option

### POSTSECONDARY

- Explore admissions requirements
- Complete necessary applications
- Create a financial assistance plan

### EXTRACURRICULAR

#### Documentation for participation in:

- Clubs or organizations
- Athletics
- Recreational activities
- Fine arts opportunities
- Community service or volunteer activities
- Work experiences, internships, job shadow, etc
- Leadership opportunities
- Other activities the student might wish to note

**Classroom Management—A Workshop for NEW High  
School Business, Early Childhood Education and  
Education Professions Instructors**

October 15, 2008 ♦ 8:30 a.m. to 3:30 p.m.  
Flinn Foundation Conference Center  
1802 N. Central Ave., Phoenix, AZ 85004

*Presented by: Dr. Ann Hart*

**Participating in this hands on workshop will allow you to:**

- Discuss how to improve classroom management in order to maximize student learning.
- Examine the relevance of teaching in steps, to increase student learning.
- Recognize the importance of setting the tone for appropriate classroom management.
- Recognize the importance of utilizing visual & verbal modalities and other multi-sensory methods which impact student learning.
- Analyze how to prevent discipline problems by using effective communication skills.
- Implement techniques to enhance Parent-Teacher and student communication.
- Explore strategies for keeping students safe and engaged in a CTE classroom lab.

**About the facilitator:**

**Dr. Ann Hart** is the Deputy Associate Superintendent for the Arizona Department of Education's Statewide Discipline Initiative. She has spent over 15 years as an Elementary and Junior High School teacher and as a District Office and High School Administrator. Dr. Ann lectures and conducts workshops throughout the state on Classroom Management and Discipline. Her audience includes perspective teachers, student teachers, new and returning teachers, administrators, counselor, social workers, parents in public school and Career and Technical Education programs.

PLEASE REGISTER BY (October 7, 2008).

This workshop is sponsored by the Career and Technical Education & Statewide Discipline Initiative Units at the Arizona Department of Education and the Workforce Education and Development Office, Arizona State University.

**YOU MUST REGISTER TO ATTEND THIS WORKSHOP.** Registration, cancellation, or substitution must be completed by (October 7, 2008). Cancellations received after this date and no-shows will be billed.

Name: \_\_\_\_\_  
District: \_\_\_\_\_ School: \_\_\_\_\_  
School Address: \_\_\_\_\_  
City: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ \*Email: \_\_\_\_\_  
Name of CTE Program Taught/Administrative Area/Other: \_\_\_\_\_

\*Workshop Confirmation will be sent to the email address above unless you request otherwise.

**Registration Fee \$75.00 (continental breakfast, lunch, and materials)**

☐ Check Enclosed    ☐ Purchase Order Enclosed    ☐ Purchase Order # \_\_\_\_\_

NOTE. Make check/purchase order payable to ASU/Workforce Education & Development Office.

**How to Remit Registration**

Mail: Arizona State University  
Workforce Education & Development Office  
411 N Central Ave, Suite 300  
Phoenix, AZ 85004-0694  
Fax: 602.496.1452  
Email: [dana.grismer@asu.edu](mailto:dana.grismer@asu.edu)

**QUESTIONS?**

Contact Judy Balogh at 602-496-1454 or [jbalough@asu.edu](mailto:jbalough@asu.edu)  
Stephanie Hahn at 602-364-3839 or [Stephanie.hahn@azed.gov](mailto:Stephanie.hahn@azed.gov)  
Dr. Janet Gandy at 602-542-5046 or [Janet.Gandy@azed.gov](mailto:Janet.Gandy@azed.gov)

# TEACHING AND LEARNING BY DESIGN

## Four-Day Series



September 19 and 20, 2008  
and

October 17 and 18, 2008  
(Must attend all four days)

8:00 a.m. - 4:00 p.m. Daily

Northland Pioneer College  
Silver Creek Campus in Snowflake

Registration \$398 per person  
Less than \$100 a day!

A 15% discount (\$338 per person) for  
all participants from one school if the  
team includes a reading, math, or  
social studies instructor

## Announcement and Registration Form

Student achievement is not something that just happens. There are intentional practices that can be incorporated into the classroom to increase student achievement. When a student is fully engaged in learning, achievement increases dramatically.

Outcomes of the **TEACHING AND LEARNING BY DESIGN** series –

- Participants will understand and apply the following practices to improve their course and lesson plans –
  - Standards-based instructional design
  - Academic integration
  - Research-based strategies for teaching and learning
- Participants will collaborate with others to respond to changes in standards, curriculum, and assessments.
- Enhance the experience—**invite a reading, math, or social studies teacher to attend with you!** Your district's Carl Perkins funds can be used to pay registration.

**Professional Development Hours** – Earn 28 hours from ASU.

**Materials to Bring** – It is impossible to begin unless you are prepared! Bring resources and materials to design and create lesson plans (i.e. existing lessons textbooks, standards, images, reference material, and articles)

**Instructor** – Preston Webster

**What teachers have said about this series** –

"I can use the information such as organizers and worksheets to create lessons that are more interesting and are standards based."

"I enjoyed interacting with teachers from around the state and learning their interpretation of how to include state academic standards in with their CTE lesson plans."

"Working with a reading, writing, or math partner would have enhanced this learning experience for me."

**Registration Includes** – four days of instruction, use of a computer lab, materials, breakfast, and lunch.

This series is sponsored by: Business Education, Career and Technical Education Section, Arizona Department of Education; NATIVE; NAVIT; and Arizona State University, Workforce Education and Development Office.



# Registration Form

## ***TEACHING AND LEARNING BY DESIGN*** ***A Four-Day Series***

Invite a reading, math, or social studies teacher to attend with you!  
**\*\*Must Attend All Four Days\*\***

September 19 and 20, 2008

and

October 17 and 18, 2008

8 a.m. – 4 p.m. Daily

Northland Pioneer College, Silver Creek Campus, Snowflake

Complete this form and mail it with your registration fee or FAX it with your purchase order to:

Dana Grismer  
Arizona State University  
Workforce Education and Development Office  
411 N. Central Avenue, Suite 300  
Phoenix, Arizona 85004-2191  
Phone: (602) 496-1451 Fax: (602) 496-1452  
E-mail: [dana.grismer@asu.edu](mailto:dana.grismer@asu.edu)

**Note: different registration price listing**

Registration for single person is: \$398.00

Registration for each team member: \$338.00

***(15% disc for each school team member if the team includes a reading, math, or social studies instructor)***

To register online, use the link below and follow the directions:

[www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp](http://www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp)

Make checks and purchase orders payable to: ASU/Workforce Education and Development Office

Teaching/Admin Assignment/Other \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

School Address (street) \_\_\_\_\_

School Address (city/zip) \_\_\_\_\_

School Phone \_\_\_\_\_ FAX \_\_\_\_\_

E-mail \_\_\_\_\_

**Registration form accompanied by check or purchase order must be received by 5:00 p.m., September 12, 2008, to be fully registered for the series.**

Notification of cancellation must be received in writing (FAX/e-mail OK) no later than September 12.

Substitutions accepted. **Registrants who fail to attend without cancellation by September 12 will be billed.**

Upon receipt of the registration form you will receive confirmation and driving directions to the workshops.

This series is sponsored by Business Education, Career and Technical Education Section, Arizona Department of Education; NATIVE; NAVIT; and Arizona State University, Workforce Education and Development Office.



# ***Applying the Rigor and Relevance Framework to AZ Business Curriculum Technical Standards***



*Choose to attend one of the  
following sessions -*

***October 21, 2008***

***October 29, 2008***

***February 4, 2009***

***March 4, 2009***

***8:00 a.m. - 3:00 p.m.***

***Registration \$175 per person***

*A discount of \$25 per person for all  
participants from one school will apply  
if the team includes a reading, math,  
and/or social studies instructor.*

## ***Announcement and Registration Form***

*Student achievement is not something that just happens. There are several ongoing strategies that must be in place to raise the level of rigor and relevance. Business teachers have the potential to significantly impact students' academic success if they apply these strategies and more fully engage students in learning.*

### **Outcomes of this workshop:**

- Participants will apply the following practices to enhance their student academic achievement
  - ✓ Research-based instructional strategies
  - ✓ Rigor and Relevance Framework applied to Business Technical Standards
- Participants will collaborate with others to respond to changes in standards, curriculum, and assessments.
- Enhance the experience – **invite a reading, math, and/or social studies teacher to work with you to collaboratively integrate academic standards!** Your district's Carl Perkins funds can be used to pay registration.

**Professional Development Hours:** Earn 7 hours of professional development credit.

**Materials to Bring:** Bring resources and materials you currently use to design and create lesson plans (i.e. units, lessons, activities, assessments, textbooks, standards, images, reference material, and articles)

**Instructors:** Dr. Patti Beltram and Michelle Crary

### **Benefits of Using the Rigor and Relevance Framework:**

- ✓ Builds on what teachers know
- ✓ Shift focus to student learning
- ✓ Framework for selecting strategies and assessments
- ✓ Agenda for collaboration

### **What 2008 Summer Conference Business Teachers Said...**

*"I discovered my CIA was out of alignment"*

*"Love the hands-on work with my standards"*

*"Went fast – wanted more time to work with peers"*

**Registration Includes:** International Center for Leadership in Education materials, breakfast, lunch, and breaks.

This series is sponsored by: Business Education, Career and Technical Education Section, Arizona Department of Education; and Arizona State University, Workforce Education and Development Office.

# Registration Form

## *Applying the Rigor and Relevance Framework to AZ Business Curriculum and Technical Standards*

Invite a reading, math, or social studies teacher to attend with you!

☒ Indicate the one session you will attend.

<u>Date</u>	<u>Location</u>	<u>Date</u>	<u>Location</u>
<input type="checkbox"/> Tuesday, October 21	Tempe District Board Room 500 W. Guadalupe Rd Tempe 85283	<input type="checkbox"/> Wednesday, February 4	Desert Willow Conference 4340 E. Cotton Center Blvd Phoenix 85040
<input type="checkbox"/> Wednesday, October 29	Peoria District Board Room 6330 W. Thunderbird Rd Glendale 85306	<input type="checkbox"/> Wednesday, March 4	Peoria District Board Room 6330 W. Thunderbird Rd Glendale 85306

Complete this form and mail it with your registration fee or FAX it with your purchase order to:

Dana Grismer  
Arizona State University  
Workforce Education and Development Office  
411 N Central Avenue, Suite 300  
Phoenix AZ 85004-2191  
Phone: (602) 496-1451/FAX (602) 496-1452  
Email: [dana.grismer@asu.edu](mailto:dana.grismer@asu.edu)

*Note: different registration price listing*

Registration Fee – Individual **\$175**

Registration Fee – Team Members **\$150**

*(\$25 discount for each school team member if the team includes a reading, math, and/or social studies instructor from the same school)*

To register online, use the link below and follow the directions:

[www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp](http://www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp)

Make checks and purchase orders payable to: ASU/Workforce Education and Development Office

Teaching/Admin Assignment/Other \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

School Address (street) \_\_\_\_\_

School Address (city/zip) \_\_\_\_\_

School Phone \_\_\_\_\_ FAX \_\_\_\_\_

E-mail \_\_\_\_\_

**Registration form accompanied by check or purchase order must be received by 5:00 p.m. on the Wednesday prior to each session to be fully registered for the workshop.**

Notification of cancellation must be received in writing (FAX/e-mail OK) no later than 5 working days prior to the workshop. Substitutions accepted. **Registrants who fail to attend without cancellation will be billed.**

Upon receipt of the registration form you will receive confirmation and driving directions to the workshops.

This series is sponsored by Business Education, Career and Technical Education Section,  
Arizona Department of Education; and Arizona State University, Workforce Education and Development Office.